The two students chosen to observe are in different second grade classrooms. The instruction is similar in both classrooms as the teachers meet often to collaborate. One student is new to Bear and the other has been at Bear since kindergarten.

Brady has been at Bear since kindergarten and has had strong small group instruction with strong ReadWell teachers. As I observed him in whole group, I noticed his inattention and constant movement while the class was actively engaged at the Smart Board. The teacher noticed his inattention quickly and offered a place for him to stand closer to the board, so that he would not have to stay seated. Standing increased his attention for a while, but then his attention drifted away from the interactive instruction. When I made eye contact with him, he got back on task. There was constant movement of swinging arms, fidgeting with fingers or leaning back as far as he could go. The only time he seemed to be really on task was when it was his time at the Smart board. The teacher dismissed the group and gave directions. Brady had difficulty carrying out the directions. He spent an inordinate amount of time looking in his cubby for materials he couldn’t locate. The teacher redirected him several times.

Destiny is new to Bear and although shy, she is eager to please her teachers. Her low initial nonsense word score and oral reading score caused much concern. My decision to observe her was to see how she was adjusting in reading at Bear. When I entered the room, Destiny was about to take an Accelerated Reader test. The teacher was at the small group table. The teacher went over to observe Destiny take the test on the computer. She then shared the results with me. Destiny scored a 100% on a 2.6 book. This was reason to celebrate, as Destiny has struggle with independent reading. I observed Destiny do individual work at a slower pace than the other students around her. She was called up to the small group to read a fluency passage and then returned to her seat.